

**City University of Hong Kong**

**Information on a Course**  
**offered by Department of Chinese and History**  
**with effect from Semester A 2014/15**

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**Part I**

<b>Course Title:</b>	Topics in Classical Chinese Philology
<b>Course Code:</b>	CAH5707
<b>Course Duration:</b>	One semester
<b>Credit Units:</b>	3
<b>Level:</b>	P5
<b>Medium of Instruction:</b>	Cantonese and Putonghua (2 clusters)
<b>Medium of Assessment:</b>	Chinese
<b>Prerequisites:</b>	Nil
<b>Precursors:</b>	Nil
<b>Equivalent Courses:</b>	CTL5707 Topics in Classical Chinese Philology
<b>Exclusive Courses:</b>	Nil

**Part II**

**Course Aims**

*This course aims to*

- (a) introduce key concepts in etymology (*wenzi xue*), phonology (*yinyun xue*) and text-based semantics (*xungu xue*) in Classical Chinese;
- (b) analyze specific topics in Chinese etymology, historical phonology and text-based semantics;
- (c) examine how to solve various linguistic problems in Classical Chinese texts by combining knowledge in etymology, historical phonology, and text-based semantics in a creative way.

### Course Intended Learning Outcomes (CILOs)

*Upon successful completion of this course, students should be able to:*

No.	CILOs	Weighting (if applicable)
1.	Describe the development and structure of Chinese characters, and various methods in the study of ancient Chinese characters	40%
2.	Demonstrate a good knowledge of the rules governing the development of Chinese phonology, and the structure of classical Chinese phonology	40%
3.	Introduce concepts and methods in the study of text-based semantics	20%

### Teaching and Learning Activities (TLAs)

*(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)*

CILO No.	TLAs	Hours/week (if applicable)
1, 2, 3	Lectures – Key concepts and specific issues of classical Chinese philology will be taught in lectures. An example-based approach will be adopted for teaching various methodologies in the study of classical Chinese.	2 hours/week
1, 2, 3	Tutorials – Students will form tutorial groups. Each group will be responsible for an oral presentation. Specific topics will be given each week. Each group will give a presentation on a chosen topic while other students give feedback. Each group will submit one tutorial paper.	1 hour/week

### Assessment Tasks/Activities

*(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)*

CILO No.	Type of Assessment Tasks/Activities	Weighting (if applicable)	Remarks
1-3	Tutorial presentations + reports	35%	Initiating dialogues, degree of participation etc

<b>CILO No.</b>	<b>Type of Assessment Tasks/Activities</b>	<b>Weighting (if applicable)</b>	<b>Remarks</b>
1-3	Test (1 hour)  Final test (closed book) They will be tested on (1) factual information of the topics discussed throughout the course; (2) their critical opinions of certain issues related to the subject taught in the class.	45%	
1-3	Participation and discussions in classes and tutorials  Motivate students' spirituality of learning.	20%	

**Grading of Student Achievement:** Refer to Grading of Courses in the Academic Regulations for Taught Postgraduate Degrees

<b>Excellent A+ A A-</b>	<b>Good B+ B B-</b>	<b>Adequate C+ C C-</b>	<b>Marginal D</b>
1. Excellent command of knowledge in the study of Classical Chinese philology.	1. Good command of knowledge in the study of Classical Chinese philology.	1. Adequate command of knowledge in the study of Classical Chinese philology.	1. Marginal command of knowledge in the study of Classical Chinese philology.
2. Excellent critical thinking ability and creative ideas in reviewing research report / research articles related to the study of Classical Chinese philology.	2. Good critical thinking ability in reviewing research report / research articles related to the study of Classical Chinese philology.	2. Fair critical thinking ability in reviewing research report / research articles related to the study of Classical Chinese philology.	2. Marginal critical thinking ability in reviewing research report / research articles related to the study of Classical Chinese philology.
3. Excellent and innovative application of theories in the study of Classical Chinese philology.	3. Good application of theories in the study of Classical Chinese philology.	3. A certain degree of application of theories in the study of Classical Chinese philology.	3. Marginal application of theories in the study of Classical Chinese philology.
4. Excellent and creative lesson plan which shows high ability in knowledge application.	4. Good lesson plan which shows high ability in knowledge application.	4. Fair lesson plan which shows fair ability in knowledge application.	4. Marginally acceptable lesson plan which shows marginal ability in knowledge application.

## Part III

### Keyword Syllabus

*Shuowen Jiezi*; oracle bone inscriptions and bronze inscriptions; characters in the Warring States; Middle Chinese phonology; Old Chinese phonology; Chinese philology and Classical Chinese texts.

### Recommended Reading

#### Text(s)

- 許慎著, 段玉裁注. 《說文解字注》。上海：上海古籍出版社，1981。  
余迺永校註. 《新校互註宋本廣韻》。上海：上海人民出版社，2008。  
周斌武. 1988. 《中國古代語言學文選》。上海：上海古籍出版社。  
洪 誠. 1982. 《中國歷代語言文字學文選》。南京：江蘇人民出版社。  
胡奇光. 1987. 《中國小學史》。上海：上海人民出版社。

#### 其他參考資料

- 王 力. 1972. 《漢語音韻》。香港：中華書局。  
王 力. 1984. 《中國語言學史》。香港：中國圖書刊行社。  
唐 蘭. 1991. 《中國文字學》。上海：上海書店。  
唐作藩. 1972. 《漢語音韻學常識》。香港：中華書局。  
高 明. 1987. 《中國古文字學通論》。北京：語文出版社。  
孫雍長. 1997. 《訓詁原理》。北京：語文出版社。  
陸宗達, 王寧. 1994. 《訓詁與訓詁學》。太原：山西教育出版社。  
陸宗達. 1980. 《訓詁簡論》。北京：北京出版社。  
單周堯. 2009. 《勉齋小學論叢》。上海：上海古籍出版社。  
湯可敬. 1997. 《說文解字今釋》。長沙：岳麓書社。  
葉國良編. 2004. 《文獻及語言知識與經典詮釋的關係》。台北：國立台灣大學出版中心。  
董同龢. 1968. 《漢語音韻學》。台北：文史哲出版社。  
裘錫圭. 1988. 《文字學概要》。北京：商務印書館。  
劉 釗. 2006. 《古文字構形學》。福州：福建人民出版社。  
劉翔, 陳抗, 陳初生, 董琨. 1989. 《商周古文字讀本》。北京：語文出版社。